*Do we want to keep these models?*

*Are models useful in understanding effective practice?*

* *Yes, for communicating and comparing approaches*
* *Yes, for making recommendations based on effectiveness*

How do the **models correspond to your current/envisioned programs**?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. F2F | 2. Rotation | 3. Flex | 4. Online lab | 5. Self-blend | 6. Online driver |
| 17 | 12 | 13 | 9 | 12 | 7 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

*Does your program span multiple categories? YES*

*Or does your program need a new category? YES.*

*What factors account for adopting different models?*

* *Level of student choice over program*
* *Range of options available to students*
* *Number of students and schools served*

What should be the **unit of analysis** in research/evaluation?

* Characteristics of program that meet student needs
* Cases of specific approaches

What **comparisons** are meaningful as evidence of effectiveness?

* Levels of interaction
* Engagement of students in learning
* Pedagogy
* Instructional design
* Teacher experience
* Student academic level
* Teacher performance level
* Teacher background/prep
* Time in environments, measured accurately (not through log file)
* Balance of time across environments
* Course grades
* Subsequent course in the content area
* Satisfaction, engagement report
* Activity levels in online environment
* Achievement of standards, progress toward targets

**Challenges** in documenting effects:

* Differentiation of experience for students
* Variety of blends and uses when teachers design course
* Range of content materials given adopted and open resources
* Teacher prep for teaching in a blended class: what do teachers need, how to help them develop, how to measure competence
* How to evaluate teaching—archive synchronous sessions,
* How to blend quality online materials with engaging classroom activities
* How to measure student learning, align activities with assessments
* How to fit online materials not designed for courses into course design
* Reports of student out-of-school time in school activities

**Your measures** for documenting program success?

* Attitudes toward blended ed
* School attendance rates in blended schools, discipline actions
* Student preparation for course assessments (confidence in performance)
* 21st century skills’ application to other courses: collaboration/teamwork, problem-solving, critical thinking,
* Application of success skills from online to classroom: self management,
* Affective, meta-cognition, managing anxiety, scaffolding relationships,
* Opportunities to engage in out-of-school meaningful activities